

Aubyn C Stahmer

List of Publications by Year in descending order

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Version: 2024-02-01

103
papers

6,367
citations

70961

41
h-index

76769

74
g-index

106
all docs

106
docs citations

106
times ranked

3778
citing authors

#	ARTICLE	IF	CITATIONS
1	Does Treatment Fidelity of the Early Start Denver Model Impact Skill Acquisition in Young Children with Autism?. <i>Journal of Autism and Developmental Disorders</i> , 2023, 53, 1618-1628.	1.7	12
2	Parent Coaching in Early Intervention for Autism Spectrum Disorder: A Brief Report. <i>Journal of Early Intervention</i> , 2023, 45, 185-197.	1.1	6
3	Increasing Access and Reach: Implementing School-Based CBT for Anxiety in Students with ASD or Suspected ASD. <i>Evidence-Based Practice in Child and Adolescent Mental Health</i> , 2022, 7, 56-75.	0.7	10
4	Feasibility of delivering parent-implemented NDBI interventions in low-resource regions: a pilot randomized controlled study. <i>Journal of Neurodevelopmental Disorders</i> , 2022, 14, 3.	1.5	24
5	Provider perspectives and reach of an evidence-based intervention in community services for toddlers. <i>Autism</i> , 2022, 26, 628-639.	2.4	9
6	Practice-driven research for statewide scale up: Implementation outcomes of the California Autism Professional Training and Information Network. <i>Autism</i> , 2022, 26, 727-736.	2.4	0
7	Developing an empirically-based adaptation an training model for intervention scale up of classroom pivotal response teaching: A protocol paper. <i>International Journal of Educational Research Open</i> , 2022, 3, 100107.	1.0	0
8	Choosing strategies that work from the start: A mixed methods study to understand effective development of community-academic partnerships. <i>Action Research</i> , 2021, 19, 277-300.	0.8	13
9	Can the Early Start Denver Model Be Considered ABA Practice?. <i>Behavior Analysis in Practice</i> , 2021, 14, 230-239.	1.5	20
10	The first five-minutes: Initial impressions during autism spectrum disorder diagnostic evaluations in young children. <i>Autism Research</i> , 2021, 14, 1923-1934.	2.1	7
11	Disrupted Care Continuity: Testing Associations between Social Networks and Transition Success for Children with Autism. <i>Social Sciences</i> , 2021, 10, 247.	0.7	2
12	Changing the story: How diagnosticians can support a neurodiversity perspective from the start. <i>Autism</i> , 2021, 25, 1171-1174.	2.4	45
13	Publishing standards for promoting excellence in autism research. <i>Autism</i> , 2021, 25, 1501-1504.	2.4	10
14	Pre-treatment clinical and gene expression patterns predict developmental change in early intervention in autism. <i>Molecular Psychiatry</i> , 2021, 26, 7641-7651.	4.1	7
15	It's who you know: Caregiver social networks predict service use among under-resourced children with autism. <i>Research in Autism Spectrum Disorders</i> , 2021, 88, 101843.	0.8	5
16	Producing Child-Centered Interventions: Social Network Factors Related to the Quality of Professional Development for Teachers of Autistic Students. <i>Social Sciences</i> , 2021, 10, 453.	0.7	0
17	Examining US Public Early Intervention for Toddlers With Autism: Characterizing Services and Readiness for Evidence-Based Practice Implementation. <i>Frontiers in Psychiatry</i> , 2021, 12, 786138.	1.3	9
18	Fidelity Assessment in Community Programs: An Approach to Validating Simplified Methodology. <i>Behavior Analysis in Practice</i> , 2020, 13, 29-39.	1.5	11

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19	Characterizing Shared and Unique Implementation Influences in Two Community Services Systems for Autism: Applying the EPIS Framework to Two Large-Scale Autism Intervention Community Effectiveness Trials. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2020, 47, 176-187.	1.2	35
20	Concordance between a U.S. Educational Autism Classification and the Autism Diagnostic Observation Schedule. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2020, 49, 469-475.	2.2	12
21	An Implementation Science Approach to Antibiotic Stewardship in Emergency Departments and Urgent Care Centers. <i>Academic Emergency Medicine</i> , 2020, 27, 31-42.	0.8	16
22	<i>Project ImPACT for Toddlers</i>: Pilot outcomes of a community adaptation of an intervention for autism risk. <i>Autism</i> , 2020, 24, 617-632.	2.4	49
23	Classroom Pivotal Response Teaching: Teacher Training Outcomes of a Community Efficacy Trial. <i>Teacher Education and Special Education</i> , 2020, 43, 215-234.	1.6	16
24	Mind the gap: an intervention to support caregivers with a new autism spectrum disorder diagnosis is feasible and acceptable. <i>Pilot and Feasibility Studies</i> , 2020, 6, 124.	0.5	15
25	Identifying and measuring the common elements of naturalistic developmental behavioral interventions for autism spectrum disorder: Development of the <i>NDBI-Fi</i>. <i>Autism</i> , 2020, 24, 2285-2297.	2.4	44
26	Exploring Associations Between Inner-Context Factors and Implementation Outcomes. <i>Exceptional Children</i> , 2020, 86, 155-173.	1.4	19
27	Parent empowerment and coaching in early intervention: study protocol for a feasibility study. <i>Pilot and Feasibility Studies</i> , 2020, 6, 22.	0.5	13
28	Adapting parent engagement strategies for an evidence-based parent-mediated intervention for young children at risk for autism spectrum disorder. <i>Journal of Community Psychology</i> , 2020, 48, 1215-1237.	1.0	16
29	Utilizing Community-Based Implementation Trials to Advance Understanding of Service Disparities in Autism Spectrum Disorder. <i>Global Pediatric Health</i> , 2019, 6, 2333794X1985493.	0.3	4
30	Effectiveness of community-based early intervention for children with autism spectrum disorder: a meta-analysis. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 1200-1209.	3.1	89
31	A Multifaceted Intervention Improves Prescribing for Acute Respiratory Infection for Adults and Children in Emergency Department and Urgent Care Settings. <i>Academic Emergency Medicine</i> , 2019, 26, 719-731.	0.8	55
32	How meaningful is more? Considerations regarding intensity in early intensive behavioral intervention. <i>Autism</i> , 2019, 23, 1075-1078.	2.4	19
33	Examining relationships between child skills and potential key components of an evidence-based practice in ASD. <i>Research in Developmental Disabilities</i> , 2019, 90, 101-112.	1.2	10
34	Caregiver Voices: Cross-Cultural Input on Improving Access to Autism Services. <i>Journal of Racial and Ethnic Health Disparities</i> , 2019, 6, 752-773.	1.8	103
35	Individual and organizational factors that affect implementation of evidence-based practices for children with autism in public schools: a cross-sectional observational study. <i>Implementation Science</i> , 2019, 14, 29.	2.5	60
36	Broken bridges—new school transitions for students with autism spectrum disorder: A systematic review on difficulties and strategies for success. <i>Autism</i> , 2019, 23, 306-325.	2.4	63

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37	The effect of implementation climate on program fidelity and student outcomes in autism support classrooms.. Journal of Consulting and Clinical Psychology, 2019, 87, 270-281.	1.6	19
38	A new era for autism research, and for our journal. Autism, 2018, 22, 82-83.	2.4	33
39	The current illusion of educational inclusion. Autism, 2018, 22, 386-387.	2.4	59
40	Integrating a Parent-Implemented Blend of Developmental and Behavioral Intervention Strategies into Speech-Language Treatment for Toddlers at Risk for Autism Spectrum Disorder. Seminars in Speech and Language, 2018, 39, 114-124.	0.5	10
41	A Pilot Randomized Controlled Trial of the ACCESS Program: A Group Intervention to Improve Social, Adaptive Functioning, Stress Coping, and Self-Determination Outcomes in Young Adults with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2018, 48, 1742-1760.	1.7	70
42	Parent and Teacher Concordance of Child Outcomes for Youth with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2018, 48, 1423-1435.	1.7	21
43	Rethinking the idea of late autism spectrum disorder onset. Development and Psychopathology, 2018, 30, 553-569.	1.4	34
44	A Community Collaborative Approach to Scaling-Up Evidence-Based Practices: Moving Parent-Implemented Interventions from Research to Practice. Autism and Child Psychopathology Series, 2018, , 441-458.	0.1	7
45	Early intervention for autism: Are we prioritizing feasibility at the expenses of effectiveness? A cautionary note. Autism, 2018, 22, 770-773.	2.4	16
46	Strategies to Engage Underrepresented Parents in Child Intervention Services: A Review of Effectiveness and Co-occurring Use. Journal of Child and Family Studies, 2018, 27, 3141-3154.	0.7	21
47	Exploring multi-level system factors facilitating educator training and implementation of evidence-based practices (EBP): a study protocol. Implementation Science, 2018, 13, 3.	2.5	19
48	Effectiveness of a multi-level implementation strategy for ASD interventions: study protocol for two linked cluster randomized trials. Implementation Science, 2018, 13, 66.	2.5	43
49	Parent perceptions of an adapted evidence-based practice for toddlers with autism in a community setting. Autism, 2017, 21, 217-230.	2.4	55
50	Toward a more collaborative research culture: Extending translational science from research to community and back again. Autism, 2017, 21, 259-261.	2.4	24
51	The importance of characterizing intervention for individuals with autism. Autism, 2016, 20, 386-387.	2.4	10
52	A mixed methods study of individual and organizational factors that affect implementation of interventions for children with autism in public schools. Implementation Science, 2016, 11, 135.	2.5	46
53	Community-Academic Partnerships: A Systematic Review of the State of the Literature and Recommendations for Future Research. Milbank Quarterly, 2016, 94, 163-214.	2.1	256
54	Characterizing the Use of Research-Community Partnerships in Studies of Evidence-Based Interventions in Children's Community Services. Administration and Policy in Mental Health and Mental Health Services Research, 2016, 43, 93-104.	1.2	44

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55	Exploring perceptions and use of the electronic health record by parents of children with autism spectrum disorder: A qualitative study. <i>Health Informatics Journal</i> , 2016, 22, 702-711.	1.1	11
56	Moving towards a more ecologically valid model of parent-implemented interventions in autism. <i>Autism</i> , 2015, 19, 259-261.	2.4	56
57	All Together Now. <i>Journal of Psychoeducational Assessment</i> , 2015, 33, 329-338.	0.9	8
58	Examination of the prevalence of stimulus overselectivity in children with ASD. <i>Journal of Applied Behavior Analysis</i> , 2015, 48, 71-84.	2.2	21
59	TRAINING TEACHERS TO USE EVIDENCE-BASED PRACTICES FOR AUTISM: EXAMINING PROCEDURAL IMPLEMENTATION FIDELITY. <i>Psychology in the Schools</i> , 2015, 52, 181-195.	1.1	132
60	Preliminary Effectiveness of Project IMPACT: A Parent-Mediated Intervention for Children with Autism Spectrum Disorder Delivered in a Community Program. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 2092-2104.	1.7	100
61	Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 2411-2428.	1.7	829
62	Team Collaboration: The Use of Behavior Principles for Serving Students With ASD. <i>Language, Speech, and Hearing Services in Schools</i> , 2014, 45, 261-276.	0.7	24
63	Identifying Critical Elements of Treatment. <i>Focus on Autism and Other Developmental Disabilities</i> , 2014, 29, 168-179.	0.8	24
64	Measuring Outcome in an Early Intervention Program for Toddlers with Autism Spectrum Disorder: Use of a Curriculum-Based Assessment. <i>Autism Research & Treatment</i> , 2014, 2014, 1-9.	0.1	30
65	Effective strategies by any other name. <i>Autism</i> , 2014, 18, 211-212.	2.4	9
66	A Randomized Trial Comparison of the Effects of Verbal and Pictorial Naturalistic Communication Strategies on Spoken Language for Young Children with Autism. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 1244-1251.	1.7	78
67	Implementation Challenges in Translating Pivotal Response Training into Community Settings. <i>Journal of Autism and Developmental Disorders</i> , 2013, 43, 2970-2976.	1.7	58
68	Diagnosis of autism spectrum disorders in 2-year-olds: a study of community practice. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013, 54, 178-185.	3.1	48
69	Stimulus Overselectivity in Typical Development: Implications for Teaching Children with Autism. <i>Journal of Autism and Developmental Disorders</i> , 2013, 43, 1249-1257.	1.7	31
70	The role of treatment fidelity on outcomes during a randomized field trial of an autism intervention. <i>Autism</i> , 2013, 17, 281-295.	2.4	128
71	What Works for You? Using Teacher Feedback to Inform Adaptations of Pivotal Response Training for Classroom Use. <i>Autism Research & Treatment</i> , 2012, 2012, 1-11.	0.1	34
72	BUILDING A RESEARCH-COMMUNITY COLLABORATIVE TO IMPROVE COMMUNITY CARE FOR INFANTS AND TODDLERS AT-RISK FOR AUTISM SPECTRUM DISORDERS. <i>Journal of Community Psychology</i> , 2012, 40, 715-734.	1.0	63

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73	Toward a technology of treatment individualization for young children with autism spectrum disorders. <i>Brain Research</i> , 2011, 1380, 229-239.	1.1	133
74	Parent and Multidisciplinary Provider Perspectives on Earliest Intervention for Children at Risk for Autism Spectrum Disorders. <i>Infants and Young Children</i> , 2011, 24, 344-363.	0.5	38
75	Inclusion for toddlers with autism spectrum disorders. <i>Autism</i> , 2011, 15, 625-641.	2.4	51
76	Age of Diagnosis Among Medicaid-Enrolled Children With Autism, 2001â€“2004. <i>Psychiatric Services</i> , 2010, 61, 822-829.	1.1	113
77	County-Level Variation in the Prevalence of Medicaid-Enrolled Children with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2010, 40, 1241-1246.	1.7	24
78	Pivotal Response Teaching in the Classroom Setting. <i>Preventing School Failure</i> , 2010, 54, 265-274.	0.4	13
79	What Happens Next? Follow-Up From the Childrenâ€™s Toddler School Program. <i>Journal of Positive Behavior Interventions</i> , 2010, 12, 245-253.	1.2	28
80	Involvement of Youths with Autism Spectrum Disorders or Intellectual Disabilities in Multiple Public Service Systems. <i>Journal of Mental Health Research in Intellectual Disabilities</i> , 2009, 2, 201-219.	1.3	74
81	Associations between intensity of child welfare involvement and child development among young children in child welfare. <i>Child Abuse and Neglect</i> , 2009, 33, 598-611.	1.3	45
82	Dissemination of Evidence-Based Practice: Can We Train Therapists from a Distance?. <i>Journal of Autism and Developmental Disorders</i> , 2009, 39, 1636-1651.	1.7	126
83	Brief report: Toward refinement of a predictive behavioral profile for treatment outcome in children with autism. <i>Research in Autism Spectrum Disorders</i> , 2009, 3, 163-172.	0.8	59
84	Attitudes toward adoption of evidence-based practices: A comparison of autism early intervention providers and childrenâ€™s mental health providers.. <i>Psychological Services</i> , 2009, 6, 223-234.	0.9	102
85	State Part C Agency Practices and the Child Abuse Prevention and Treatment Act (CAPTA). <i>Topics in Early Childhood Special Education</i> , 2008, 28, 99-108.	1.5	17
86	Psychotropic Medication Use Among Medicaid-Enrolled Children With Autism Spectrum Disorders. <i>Pediatrics</i> , 2008, 121, e441-e448.	1.0	237
87	Child Demographics Associated With Outcomes in a Community-Based Pivotal Response Training Program. <i>Journal of Positive Behavior Interventions</i> , 2007, 9, 52-60.	1.2	92
88	The Basic Structure of Community Early Intervention Programs for Children with Autism: Provider Descriptions. <i>Journal of Autism and Developmental Disorders</i> , 2007, 37, 1344-1354.	1.7	83
89	Parenting Interventions for Children with Autism Spectrum and Disruptive Behavior Disorders: Opportunities for Cross-Fertilization. <i>Clinical Child and Family Psychology Review</i> , 2006, 9, 181-200.	2.3	115
90	Social validation of symbolic play training for children with autism.. <i>Journal of Early and Intensive Behavior Intervention: JEIBI</i> , 2006, 3, 196-210.	0.3	10

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91	Early Intervention Practices for Children With Autism: Descriptions From Community Providers. Focus on Autism and Other Developmental Disabilities, 2005, 20, 66-79.	0.8	233
92	Developmental and Behavioral Needs and Service Use for Young Children in Child Welfare. Pediatrics, 2005, 116, 891-900.	1.0	228
93	An empirical examination of toddler development in inclusive childcare. Early Child Development and Care, 2005, 175, 321-333.	0.7	21
94	Inclusive Programming for Toddlers with Autism Spectrum Disorders. Journal of Positive Behavior Interventions, 2004, 6, 67-82.	1.2	102
95	Behavioral Approaches to Promoting Play. Autism, 2003, 7, 401-413.	2.4	71
96	Parent perspectives on their toddlers' development: comparison of regular and inclusion childcare. Early Child Development and Care, 2003, 173, 477-488.	0.7	14
97	Brief report: Differential treatment outcomes for children with autistic spectrum disorder based on level of peer social avoidance. Journal of Autism and Developmental Disorders, 2001, 31, 343-349.	1.7	66
98	The Effects of an Accelerated Parent Education Program on Technique Mastery and Child Outcome. Journal of Positive Behavior Interventions, 2001, 3, 75-82.	1.2	97
99	The Use of Video Priming to Reduce Disruptive Transition Behavior in Children with Autism. Journal of Positive Behavior Interventions, 2000, 2, 3-11.	1.2	159
100	Deficits, delays, and distractions: An evaluation of symbolic play and memory in children with autism. Development and Psychopathology, 1997, 9, 17-41.	1.4	47
101	Teaching symbolic play skills to children with autism using Pivotal Response Training. Journal of Autism and Developmental Disorders, 1995, 25, 123-141.	1.7	229
102	Effects of sociodramatic play training on children with autism. Journal of Autism and Developmental Disorders, 1995, 25, 265-282.	1.7	143
103	TEACHING CHILDREN WITH AUTISM APPROPRIATE PLAY IN UNSUPERVISED ENVIRONMENTS USING A SELF-MANAGEMENT TREATMENT PACKAGE. Journal of Applied Behavior Analysis, 1992, 25, 447-459.	2.2	168